

A large, light gray sunburst graphic with several rays extending outwards, centered behind the title text.

**Teacher Classroom Management Group Leader Training
On-Line Workshop Protocol
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Mentors and trainers will show all the PowerPoint slides in the on-line training protocol series. Some slides don't need much discussion and summary slides can be referred to on the web site for further reading and reflection. Topics such as: the benefits and barriers brainstorm/buzzes, classroom suggested activities, blackboard, record sheets, self-monitoring checklists, agendas, checklists and evaluations must be discussed once in detail during the training. After that, participants can be reminded that these are covered in every unit, but they don't have to be again discussed in detail.

The overall goal is to focus more on the Incredible Years methods and processes than content, as the details of the content can be studied further in the texts and manuals. Often the collaborative processes and role plays are harder to understand in a written self-study format. During the first 2-3 3-hour sessions the trainer focuses on modeling the group leader skills of leading discussion of classroom activities, mediating vignettes, engaging in brainstorm buzzes and reflection in Zoom rooms, and setting up role play practices. Here the participants may be in role as children or teachers and think of their perspectives and watch how you handle their responses. By the 3rd training session, the trainer begins to put the participants in role of IY group leader to practice new skills. These role plays are done both in the large group where the trainer can coach and in smaller groups (Zoom rooms) where they plan the kind of questions to ask, how to pull out key principles from vignettes, how to tailor discussions and concepts to the classroom culture, goals, and the child's development, how to respond to teacher resistance, and how to plan developmentally appropriate practices. You have some choice in what vignettes you show as there are more vignettes on the PowerPoint than you will have time for.

This checklist will be used to let us know how many vignettes you have shown and which ones you chose. As in the "in person" training, you select vignettes partially by nature of the group and the population they address and partially based on whether you think they have adequately understood the key principles in the topic area. In addition, you have some flexibility about when to do break out in to Zoom rooms to reflect on or practice key group leader skills. It is helpful to do 2-3 (or more) Zoom room discussion/practices in each session. Short Zoom room sharing involves and engages everyone quickly and keeps them active and awake on Zoom!

You can ask participants to help with recording key points in the Zoom chats and send them out in a summary post training. Please return this completed checklist to us after your training.

On-line Session One: Overview of Program, Group Structure, Circle Time and Schedule

- _____ Introductions, research background for program, overview of training days, program goals, topics, objectives (TCM and IB), methods and processes
- _____ Workshop Day 1: Session Outline

- _____ Brainstorm Group Rules (trainer models)
- _____ Debrief group rules (what's the value of doing this?)
- _____ **Zoom Rooms:** Teacher Goal setting (group brainstorms questions to ask teachers about their goals for class: in large or small zoom room) Debrief rationale
- _____ Pyramid (trainer models how to use this and then debrief group leader process in **Zoom Rooms**)
- _____ Show S-30 (start after narration, stop at peak of boys yelling); Break into **Zoom Rooms** to discuss in 3 rooms feelings of teachers, children, parents
- _____ Trainer models debrief of small group feelings exercise
- _____ **Zoom Rooms:** based on feelings exercise, what implications are for atmosphere of teacher training workshops
- _____ Review collaborative group leaders' skills

Building Relationships

- _____ Trainer models how to introduce the group to the way vignettes will be used
- _____ Relationship vignettes (show 2-3 of these, trainer models, then process group leader vignette mediation skills in Zoom rooms)
- _____ *Vig 1: Mrs. B reading ~ Model, Zoom Room to process group leader questions asked & debrief
- _____ Vig 2: It's raining (optional if time model)
- _____ Vig 27: Different letter
- _____ Review how to mediate vignettes
- _____ **Zoom Room/Buzz:** How to promote relationships with *teachers and parents* (some Zoom rooms share how they develop relationships with parents and some rooms with teachers)
- _____ Self-reflection inventory for teacher relationships (trainer models how to use this and afterwards rationale)
- _____ Explain Behavior Plan Workshop #1
- _____ **Zoom Room/Buzz:** culturally responsive group leader

- _____ Show teacher's homework: classroom activities
- _____ Assign Session 1 homework for participants
- _____ Send out email with evaluation

On-Line Session 2: Proactive Teaching, Praise, and Coaching Methods

_____ Give participants feedback on their evaluations (process how and why they will do this in their own groups) (model process similar to what they would do with teacher workshops)

Proactive Teaching Topic

_____ Unit checklist for proactive teaching

Proactive Vignettes (model leading 2-3 of these, trainer models, then process group leader vignette mediation skills, participants may begin to think of questions to ask the teachers)

_____ *S-3 Rules (5 min) pause vignette for participants to write down skills they observe & debrief afterwards

_____ Model how to set up classroom rules practice for teachers

_____ **Zoom Rooms** to practice explaining a rule to students

_____ *Vig 6 2-minute warning (think about what principles to get from this and what questions to ask)

_____ Vig 7 count to 10 (transitions)

_____ **Zoom Rooms/Buzz:** Strategies for managing transitions

_____ Process group leader skills for mediating vignettes

_____ *Vig 29: negative command, forgot to mention to mom; share or go to Zoom room to discuss what questions to ask and what practice to set up.

_____ Trainer models how to set up role play to replay V29

_____ Debrief steps or principles of setting up role play

Workshop Day 2: Praise, Encouragement, and Coaching Methods Session Outline

_____ Session agenda

_____ Homework checking (trainer models how to respond to homework check in—set up that one participant met homework goal well and another one is discouraged and did not meet goal).

_____ Debrief how to respond to teachers during homework review (if time, small group practice of homework review).

_____ Model doing benefits and barriers for praise

Participants as group leaders: Show vignettes on Praise (pick 2-3 vignettes, have participants think of questions and principles they want to draw out; if ready could begin to practice mediating vignettes in small or large group).

_____ Vignette 1 (boy reading with Mrs. B)

_____ Vignette 4: (skin is delicate)

_____ **Zoom Room/Buzz:** academic behaviors

_____ Vig 8: (good job) (when hard to praise a student; replay with positive affect & praise)

_____ * Vig 16 (sharing)

_____ **Zoom Room/Buzz:** social behaviors to praise (one room for 3- 4-year-olds; one room 6-8; one room what questions to ask or principles to derive)

_____ Vig 18 (listening like a team)

_____ Vig 44 (choose someone listening quietly—Hanook)

_____ Vig 46 (pat on the back)

_____ Key principles of praise.

Descriptive Commenting and Academic and Persistence Coaching

- _____ Model how to introduce descriptive commenting
- _____ Brainstorm academic concepts in chat (if not done earlier)
- _____ **Practice academic descriptive commenting** (trainer holds up big Duplos and asks different people to give 1-2 descriptive comments)
- _____ Debrief and talk about how to set this up with a group of teachers
- _____ Discuss how to set up practice for older children (might model this with white board and academic task)
- _____ **Persistence coaching** (buzz persistence words in Zoom rooms)
- _____ Model how to add persistence coaching in role play (may use Duplos again or white board and more academic task, or both)
- _____ Review handouts for Workshop 2
- _____ Assign Session 2 homework for participants
- _____ Send out email with evaluation

On-line Session 3: Social and Emotion Coaching, Incentives, Behavior Plans

- _____ How many feeling words do most 3–4-year-olds know (why do we teach feeling words?)
- _____ **Zoom Room/Buzz:** Emotion Coaching (one room list emotion words for 3-4 year olds; another room for 6–8-year-olds; one room emotion coaching statements)
- _____ Examples of how to coach positive and negative emotions.
- _____ **Zoom Room/ Buzz:** Goals for social coaching for 4-6-year-olds, 7-8 year-olds
- _____ *Vig S-10 (Jim waiting)
- _____ *Vig S-42: Puzzle Persistence and emotion coaching—start at 2:30 (Jamila and boys)
- _____ **Zoom Room/Buzz:** Room 1 benefits of social coaching; Room 2 what group leader would highlight in the discussion with teachers about vignette- what principles to draw out with questions asked; Room 3 what is realistic in classroom. Discuss modeling and prompting
- _____ *Video: Vig 42 Social Coaching (Carolyn with girls)1-2:48 first freeze/3:40 Emani arrives (narrate and focus on making approach developmentally appropriate)
- _____ Adding puppet to play/coaching
- _____ Tailoring Coaching
- _____ Handouts (parent-to-teacher communication forms)

Workshop Day 3: Incentives

- _____ Model introduction to incentives with pyramid
- _____ Model benefits/barriers discussion (*if not covered previously*, assign one person to give a benefit and one person to give a strong barrier, model how to respond to each)
- _____ Process value of benefits/barriers exercise and talk about how to respond to barriers
- _____ Vignettes: Incentives (Show 2-3 and have participants practice mediating in zoom rooms)
- _____ *Vig 1: tickets
- _____ Vig 4: Stickers on assignments
- _____ Vig 8: Beans for body to self
- _____ Vig 9: Counting beans

- _____ *Vig 18: Weather person
 - _____ Vig 20: Pass out plates
 - _____ Incentive role play (talk through how to script role play for how to respond to child who did not get reward—replaying the vignette where Jamal didn't earn prize).
 - _____ **Zoom Rooms:** Put teachers in rooms to role play this—setting up role play, writing script, and running role play OR run role play in large group with trainer coaching 2 leaders to set this up
 - _____ **Zoom Rooms/Buzz:** Promoting Children's Resilience and Coping (*if not done earlier*)
 - _____ **Behavior plans** (model first four steps of setting up a behavior plan—pause periodically to process how to set up plans with teachers)
 - _____ Notes to Parents
 - _____ **Review Teacher Tool Kit** (for first half of pyramid)
 - _____ Review accreditation steps (*optional- could be left to last session*)
 - _____ Review classroom activities for session 3
 - _____ Assign Session 3 homework for participants
 - _____ Send out email with evaluation
- Note:** send home Time Out to Calm Down article to read or chapter in book on Time Out before next workshop session.

On-Line Session Four: Ignoring and redirecting, consequences

- _____ Workshop 4 checklist
- _____ Discipline Hierarchies Steps 1-4
- Ignoring and Redirecting**
- _____ Brief review how to set up benefits/barriers for ignoring
- _____ Zoom Rooms: behaviors can ignore or not ignore & debrief
- Vignettes Ignoring (show 2-3 and have teachers practice mediating in zoom rooms)
- _____ *Vig 1. "I can help you when you're in your seat."
- _____ Vig 3: Kitty got a whooping
- _____ Vig 6: Ignore and praise
- _____ Vig S-24: Jeremiah
- _____ *Vig S-27: Kaylee
- _____ Principles of Ignoring
- _____ If time, model how to teach children to ignore—if not time, let them know about script
- _____ **Zoom Rooms/Practice:** Ignoring role play (zoom rooms have leaders set up a low-level ignoring role play—ignoring child who is making small disruptions in circle time. Have them set scene, work on script with group, specify child behaviors, coach and debrief)
- _____ Self-talk and teacher emotion regulation (weave this through vignette discussion above, or if not, cover here)
- _____ Redirection (this may have been adequately covered in ignoring section—if so, let them know there are more vignettes with additional redirection/ignore material)
- Vignettes on redirection
- _____ *Vig 14: boy pinches ears (verbal redirect)
- _____ Vig 15: you could find another

- _____ Vig 25: count to 5
- _____ *Vig 30: redirect, ignore, praise
- _____ Slide on Teacher Self-Regulation with positive self-talk and rewriting negative self-talk
- _____ *Vig 32: bubble wand (pause vignette to write down questions to ask- look at questions related to feelings, cognitions, feelings, principles to draw out.
- _____ Zoom Rooms to debrief skills teacher uses in Vig 32.

Workshop Day 5: Natural and Logical Consequences

- _____ Unit checklist for Workshop Day 5
- _____ Ask for a definition of natural and logical consequences
- _____ Vignettes for natural and logical consequences (show 1, get list of key principles for this topic) (Could go into Zoom rooms to make list of consequences for 3–4-year-olds vs 6–8-year-olds)
- _____ Vig 33: Teacher pours the milk
- _____ Vig 35: End of the line
- _____ Vig 36: Back in room, end of line
- _____ * Vig S-30: Fighting, game removed
- _____ Buzz: possible consequences (could list in Zoom room)
- _____ Principles of logical consequences
- _____ Teaching children self-regulation & Model with puppet (Calm Down Thermometer; model use of Tiny Turtle for calming down & discuss value of puppets for this teaching) (discuss alternatives to breathing because of Covid- positive imagery, muscles tense and relaxation exercises)
- _____ Assign Session 3 homework for participants
- _____ Send out email with evaluation

On-line Session Five: Time Away to Calm Down, Emotion Regulation and Problem Solving

- _____ Workshop Day 5 outline
- _____ Show sample workshop day schedule
- _____ Discipline hierarchy steps 5-8
- _____ Intro to Time Away: Pyramid
- _____ Explain that this part is more didactic and that you will model how to present to teachers
- _____ Show thermometer and calm down handouts—emphasize goal of Time Away
- _____ Vignettes: Teaching TO
- _____ *Vig S-31: Explaining TO to calm down to students (Zoom Room to discuss what was modeled)
- _____ Explain that there is a script, if time, have teachers role play this in large group with puppet
- _____ *Vig S-32: practice going to TO
- _____ Vig S-33: Time out is to calm down
- _____ Scenario 1: Child goes to Time Out & Time Out principles
- _____ Scenario 2: Child resists going to TO

- _____ *Video S-38: Emani resists TO
- _____ *Video S-39: Jerimiah resists TO
- _____ Process how to teach this to teachers and discuss barriers and how to address them

Workshop Day 6: Emotion regulation and problem solving

- _____ Checklist day 6
- _____ Present problem-solving steps/process
- _____ *Vig S-46: Toni with Wally book
- _____ Benefits of coaching with puppets
- _____ **Zoom Rooms: Practice** Set up some simple practices with puppets (modeling social skills, asking to play, prompting child to play)

Vignettes: problem solving in the midst of conflict

- _____ *S-43: Matching game Kaylee
- _____ *S-45: Puppets to promote feeling talk
- _____ S-55: Sergio with cars
- _____ Classroom activities for session 6
- _____ Review Teacher Tool Kits (Discipline Tools & Self-Care Tools)
- _____ Next steps and closing
- _____ Certification Process (If not discussed earlier)
- _____ Email final evaluation to participants